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THESIS  
1960  
#29

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Thesis  
1960  
# 29

THE LIBRARY FACILITIES AND READING INTERESTS  
OF PUPILS IN THE INTERMEDIATE GRADES IN THE  
PUBLIC SCHOOLS IN A SMALL URBAN CENTER

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION

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THE UNIVERSITY OF ALBERTA  
FACULTY OF EDUCATION

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BY  
EDWIN McKENZIE  
MEDICINE HAT, ALBERTA  
APRIL, 1960



## SYNOPSIS

The purpose of this study is (1) to assess the library facilities in Medicine Hat and in its schools and to determine the extent to which these facilities meet the needs of this expanding community, (2) to survey the reading interests of the children in the intermediate grades in the Public Schools of the city, and (3) to determine if improvements in the library facilities are required to meet the needs of the children as evidenced by their reading interests.

Materials for the first part of the investigation were obtained from the records of the Public Library and from the annual reports of the school district. The reading interests of the children were determined through the use of a Book Check Slip which each child completed after reading a book.

The library facilities in the Public Library were found to be fairly adequate, although the children's section was inadequate both in number of staff and in shelf and seating capacity. Library facilities in the schools varied from excellent in Senior High School to very poor in the Junior High School. There are no centralized libraries in the elementary schools, and the classroom libraries, although quite adequate in number of books are often not providing complete library service for the children.



Although the major emphasis in the survey was on children's interests in reading, a comparison was made of the reading done by boys as compared with that done by the girls. The reading preferences of the good, average, and poor readers were also compared.

The results of the survey of reading interests of the intermediate grade pupils indicated that both boys and girls in Grades Five and Six preferred stories of adventure, while pupils in Grade Four rated Animal Stories as their primary choice. Mystery Stories held little appeal at the Grade Four level, but became a favorite with pupils in Grades Five and Six. In the three grades surveyed the boys showed a greater interest in Non-fiction books. Although Mystery Stories were very popular with the children in Grades Five and Six, the girls in these grades indicated a greater preference for this kind of reading than did the boys.

The good readers read almost twice as many books as the poor readers. Non-fiction books were more popular with the slow reading group than with the average or superior group. In summary, marked differences appeared in the reading preferences of boys and girls, and also between the slow, average and good readers, both in the number of books read and in the type of story preferred.

On the basis of the information obtained from the survey of library facilities and reading interests of the



children, certain recommendations were made with respect to improving the library services available to the children of the community.



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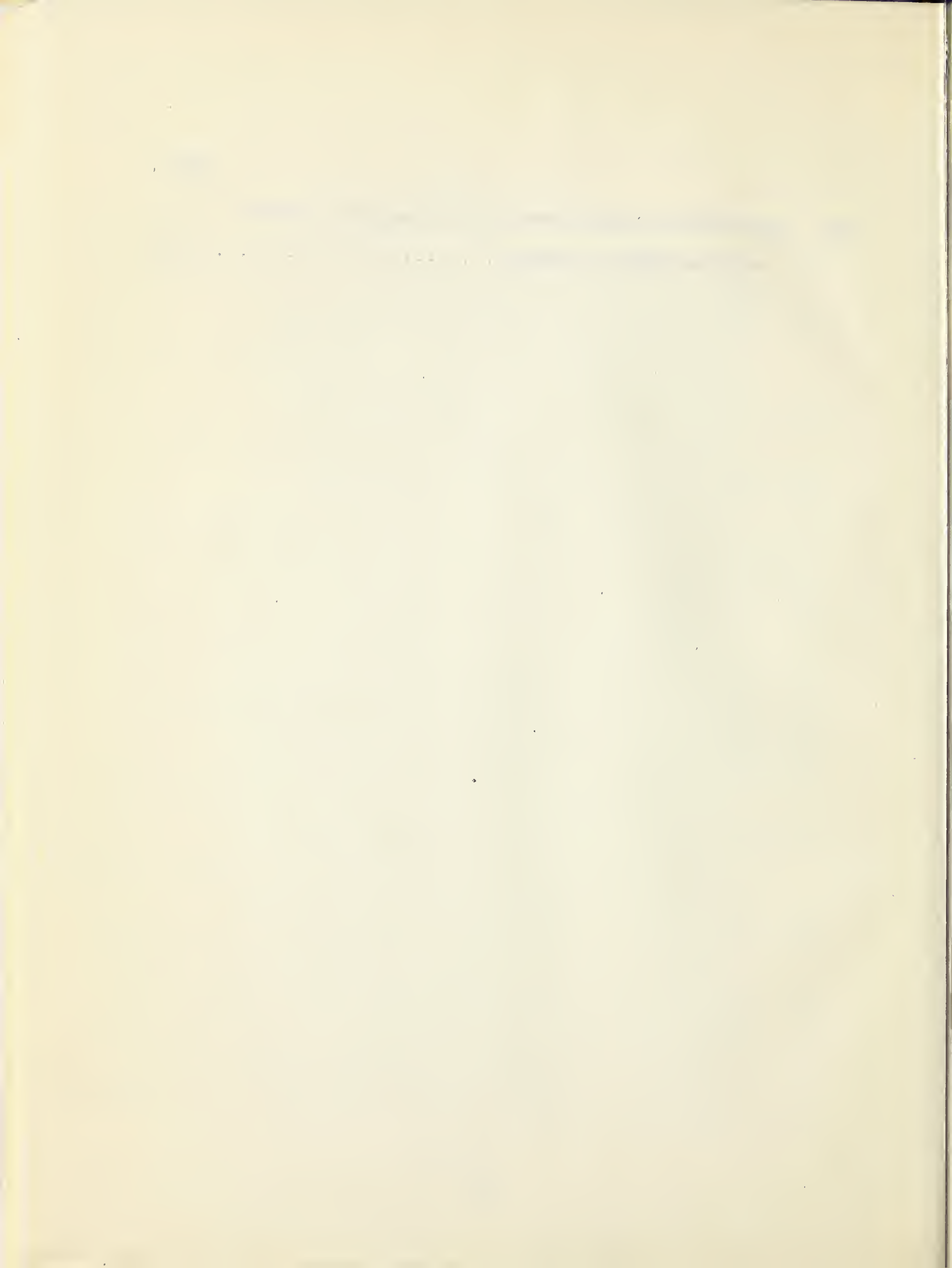


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## CHAPTER I

### THE PROBLEM

The reading interests of young people have been the subject of many studies, and as the volume of juvenile literature increases, there is a need for continued surveys of children's reading preferences.

The present study attempts to survey the library facilities and reading interests of the pupils in the intermediate grades in the Public Schools in Medicine Hat. The problems specific to this survey are:

- (1) To survey the present library facilities which are available in the Public Library and in the Public Schools.
- (2) To survey the reading interests of the pupil in the intermediate grades in the Public Schools.
- (3) To compare the facilities available in the libraries with those recommended by recognized authorities.
- (4) To make recommendations for improving school library facilities.



## SIGNIFICANCE OF THE STUDY

It would seem that this study has significance in Alberta where there are few centralized school libraries, and where fully trained school librarians are the exception rather than the rule. The report of the Alberta Library Association (1) to the Alberta Royal Commission on Education gives some indication of the importance of providing adequate library facilities in the schools. It would appear, too, that other communities of comparable size should find the results of the present study to be of some value.

## SOURCES OF MATERIAL

The material in that part of the survey concerned with the Public Library was obtained from the annual reports of the Public Library, and from discussions with the librarian. The annual reports of Medicine Hat School District #76 provided the information required for the survey of library facilities in the schools.

Material for the survey of the reading interests of the pupils in Grades Four, Five and Six was obtained through the use of a questionnaire which the pupils completed for each book they read. The data gathered from the pupil questionnaire was used to provide the following information:

- (1) The amount and variety of reading done by the pupils in Grades Four, Five and Six.

# THE JOURNAL

The first part of the journal is devoted to a general survey of the state of the country at the time of the Revolution. It contains a detailed account of the military operations of the Continental Army, and a description of the political and social conditions of the time. The second part of the journal is devoted to a detailed account of the military operations of the Continental Army, and a description of the political and social conditions of the time.

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- (2) A comparison of the reading done between the boys and girls in these grades.
- (3) A comparison of the amount and variety of reading done between the poor, average and good readers.
- (4) A list of the most popular books and authors preferred by the pupils.
- (5) A comparison of the number of books read from the Public Library with those from the classroom libraries.

A brief survey of the pupils' ratings of the books they read, and their reasons for choosing particular books is also included in that section of the study dealing with reading interests.

#### LIMITATIONS OF THE STUDY

The following limitations are noted:

- (1) The survey of the facilities available in the Public Library is general in nature only.
- (2) The survey of reading interests is confined to pupils in Grades Four, Five and Six in the Public Schools.

#### RELATED STUDIES ON READING INTERESTS

The curiosity of teachers, librarians and others who are interested in the books and reading material which

First and foremost, we must acknowledge the importance of the

current situation and the need for a comprehensive approach to

the problem at hand. It is essential that we take into account

all relevant factors and perspectives in order to develop an effective

strategy for addressing the challenges we face.

Furthermore, it is crucial that we maintain open communication

and collaboration with all stakeholders involved in the process.

By working together, we can ensure that our efforts are coordinated

and that we are able to achieve our common goals.

In conclusion, the success of our initiative depends on the

commitment and dedication of every individual involved.

We must remain focused on our mission and strive for excellence

in everything we do.

Thank you for your attention and support.

children and young people choose of their own free will has led to a wealth of research on this subject. Detailed investigations have been carried out by Jordan (2), Washburne and Vogel (3), Terman and Lima (4), Norvell (5), and Witty, Comer and McBean (6).

A questionnaire submitted to the pupils themselves formed the most common method of determining pupils' interests, and is the method used in the present study. Jordan (7) combined the questionnaire with a survey into public libraries, to determine the reading preferences of children for books in the libraries. In addition to the material they obtained from the students Terman and Lima (8) submitted questionnaires to the children's parents, asking them what type of reading material the young people preferred.

The general conclusions reached by the various investigations have shown that children do a great deal of reading on their own volition, and generally speaking, the volume of material read by children reaches its peak during age twelve or thirteen, and then gradually declines.

With respect to the type of literature preferred by young people, Gray (9) and Shores (10) both reached the same general conclusion that children's interests are quite varied, that adventure is very popular among boys and girls, and that there is a predominant interest in fiction.



Investigations into the preferences between the choices of books of boys and girls led Terman and Lima (11) to conclude that:

At every age girls read more than boys. Girls show more homogeneity in reading taste than boys and the great field of girls' reading is the story of home or school life, but that boys read more non-fiction than girls.

Many of the researchers attempted to discover reasons why children chose a certain book. The results of the investigations in this area are not conclusive, for it is rather difficult for children to determine for themselves the reason why they choose one book in preference to another. Humphries (12) found that the majority of the children in her survey gave as a reason for choosing a book that it was recommended by personal friends or classmates. Washburne and Vogel (13), however, decided that the reasons children gave most frequently for choosing a book were that they liked that kind of book, and that recommendations by teachers or friends played a very small part in the selecting that was done. It is quite likely that the comment made by Lear (14) is as accurate as any:

Why anyone reads anything, aside from the fact that he lives in a world of print, is an interesting question.... At the present time about all we can safely conclude is that whenever anyone reads anything at all it is proof that certain needs, incentives, urges and desires have triumphed over certain inhibitions.

Other authorities investigating children's ratings of the books they had read indicated that one can accept, with



a certain amount of assurance, the ratings as given by young people.

Washburne and Vogel (15) asked a number of children's librarians to rate a list of books which had been previously rated by the children who read them. Not too strangely, perhaps, the librarians themselves could not agree on the rating of the books, but the authors compiled the ratings given by the librarians and compared them with the children's ratings of the same books. The general results indicated that the children, for the most part, agreed in their ratings with the evaluations as given by the children's librarians.

Witty, Coomer and McBean (16) arrived at the same conclusions in their survey, and found that, of the books read by the children involved in their investigation, 41.6 per cent of the volumes were from the Newbery Award List. (For description of the Newbery Award see Appendix C.)



## CHAPTER II

### THE COMMUNITY AND THE PUBLIC LIBRARY

The nature of a community has many determinants such as: location, geography, climate, resources, industries and people. These factors have a direct bearing on the rate of growth of the community and the attitude of the people toward each other and toward their city. The material in Chapter II attempts to assess the various factors responsible for the growth of Medicine Hat to decide if these have any connection with the development and use of the library facilities in the community, or of the reading habits of the children.

The city has experienced a slow but steady growth since its inception in 1883 when Medicine Hat was established as a terminal point on the Canadian Pacific Railway. The discovery of natural gas early in the twentieth century resulted in an influx of industries and people, and the city shared in the period of prosperity which continued through World War I until the depression beginning in 1929. Recovery has been slow, and the city did not experience the phenomenal growth of the other centers such as Edmonton, Calgary and Red Deer. Table I shows the population figures for the years from 1911 until 1959.

From its inception the community has functioned and

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN WHICH ARE CONTAINED THE

REMARKABLE PASSES OF HIS LIFE

AND THE DEEDS OF HIS REIGN

BY SAMUEL JOHNSON

IN TWO VOLUMES

LONDON: Printed by J. DODD, in Pall-mall, 1721.

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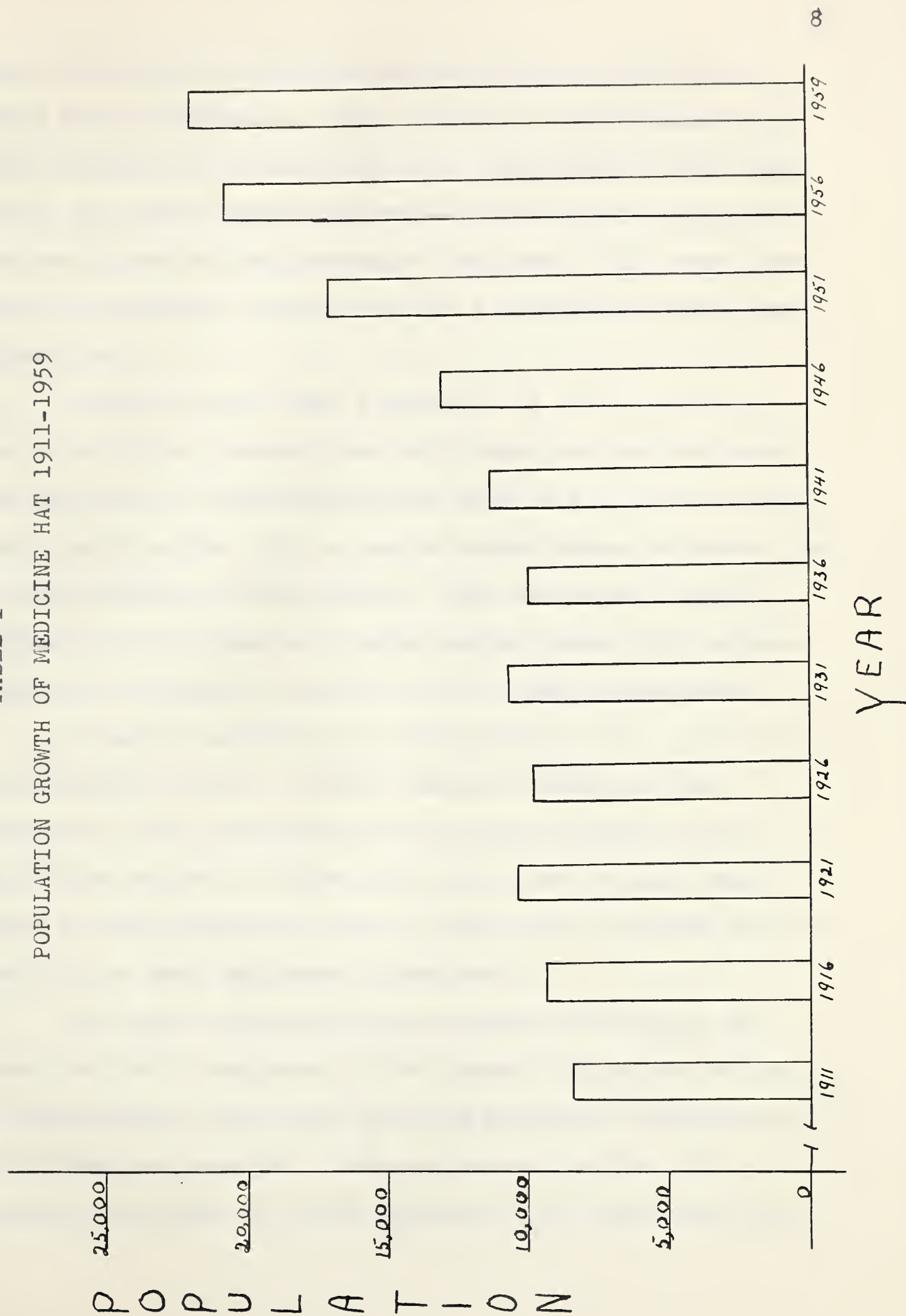
BY SAMUEL JOHNSON

IN TWO VOLUMES

LONDON: Printed by J. DODD, in Pall-mall, 1721.

TABLE I

POPULATION GROWTH OF MEDICINE HAT 1911-1959





still functions as a service center for the agricultural areas which surround it. The favorable climate makes dry land farming and ranching the main occupations in the district, and these industries require few workers compared to the vast areas of land necessary for them. This means that the city services a large area but a relatively small rural population.

There are few large industries in the city itself. The construction industry and clay works are the two greatest employers. The railway which used to be a major employment factor in the city is now of rather minor influence due to the automation taking place. Only one major industry, Northwest Nitro Chemicals, which employs about 350 persons, has been attracted to the city in the last two decades.

A major reason for the slow growth of the city is its geographical position in the southeast corner of the province. This location, on the extreme fringe of the population center, has been the reason why so many young males in the age group twenty to forty have migrated out of the city to seek employment elsewhere.

The birth rate of 639 per thousand females in the twenty to forty age group is the lowest of the five cities in the province, and lower than the provincial average of 756 births per thousand. Another reason for the slow growth of the city is the proportion of the population over



sixty five years of age. In 1956 the Dominion Bureau of Statistics (17) reported that 11.45 per cent of the population in Medicine Hat was over sixty five years of age. In the same year the national figure for this group was 7.73 per cent and the provincial was 7.24 per cent. These figures seemed to indicate that the city is a favorable location for retired people, and a center from which the young males are migrating.

The Public Library, first organized in 1912, now occupies two floors of a building in a central location in the downtown area. The library has an adult and a children's section, together with a small auditorium and club meeting room. The first trained librarian was appointed in 1949 and today a staff of seven plus assistants is required to provide the services offered.

The children's library was organized in 1945 as a separate service. A Librarian was appointed, and the use of the library by young readers has increased until in 1959, as shown in Table II, the percentage increase of circulation in the juvenile section was greater than that in the adult.

A Vacation Reading Club, operated by the library since 1952, has proved to be a very popular service with juvenile readers during the summer holiday periods. In 1958 the Vacation Reading Club recorded a circulation of 10,197 volumes, an increase of 26.7 per cent over the previous



year (18).

The auxiliary services of films, music records, and exhibits of local art and handicrafts make the library a popular center for many of the local activities. Although the library has increased both in size and services, the continued expansion of the community is again beginning to tax the resources of the present premises.

TABLE II  
LIBRARY CIRCULATION FIGURES FOR  
ADULT AND JUVENILE READERS

Year	1950	1952	1954	1956	1958	Per Cent Increase 1950-1958
Adult	2660	3161	3297	4122	3925	47.55
Juvenile	<u>1946</u>	<u>2801</u>	<u>4230</u>	<u>4701</u>	<u>4237</u>	<u>117.72</u>
Total	4606	5962	7527	8823	8162	77.2

#### STANDARDS FOR LIBRARY SERVICE

The Canadian Library Association (19) has approved certain requirements for satisfactory library service in Canadian libraries. For communities of 30,000 population the Association recommends 2.5 volumes per capita, as a minimum requirement, up to a maximum of 100,000 volumes. On this basis our library should stock at least 64,000 volumes. To serve the population of 30,000 which the library regards as its community, would require a book inventory of 75,000

The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The second part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

Table 1					
Results of the calculations					
The values of the function $f(x)$ for different values of $x$					
$x$	$f(x)$	$x$	$f(x)$	$x$	
0.0	1.0000	0.5	0.8660	1.0	0.5000
0.1	0.9949	0.6	0.8090	1.1	0.4177
0.2	0.9799	0.7	0.7173	1.2	0.3090
0.3	0.9549	0.8	0.5963	1.3	0.1950
0.4	0.9199	0.9	0.4398	1.4	0.0766
0.5	0.8749	1.0	0.2618	1.5	-0.0436
0.6	0.8199	1.1	0.0707	1.6	-0.1570
0.7	0.7499	1.2	-0.1431	1.7	-0.2618
0.8	0.6599	1.3	-0.2924	1.8	-0.3526
0.9	0.5549	1.4	-0.4226	1.9	-0.4177
1.0	0.4398	1.5	-0.5299	2.0	-0.4596

The results of the calculations are shown in Table 1. It is seen that the function  $f(x)$  decreases as  $x$  increases. The values of the function  $f(x)$  for different values of  $x$  are given in Table 1. The values of the function  $f(x)$  for different values of  $x$  are given in Table 1.

volumes. As the present library stock is 27,000 books it appears that there should be almost three times as many volumes in the library as are presently available. The Canadian Library Association recommends that approximately one third of the library stock should represent volumes for juvenile readers. In order to meet this standard the library would require 25,000 volumes or over three times its present supply of 8,000 books. Although the library stock is small, it is in fair proportion to the standards set forth with respect to the allocation of books for juvenile and adult readers.

The city library had an adult reader membership of 3925 in 1958, as shown in Table II, page 11, which was almost eighteen per cent of the city population. This figure approximates the minimum standard as set forth in the Canadian Library Association standards, which suggests the registration should be between twenty and forty per cent of the population (20). The 4237 juvenile readers in 1958 was an adequate figure, and represented the response to the various programs carried out by the children's librarian to increase juvenile membership. If the juvenile readers of today carry their reading habits into their adult years the community library will undoubtedly be looking forward to a substantial expansion of its existing facilities within the next decade.



## CO-OPERATION BETWEEN THE SCHOOL AND PUBLIC LIBRARY

In the past there has been little co-operation between the school and the library, and each operated in a manner which would lead one to believe that they had little in common. Lately there has been an increased interest on the part of both educators and librarians to work together for the mutual benefit of the reading public, particularly that represented by children of school age. Writing in the American Library Association Bulletin, Martin (21) says:

In the past twenty five years many kinds of libraries have grown together; during this same period the public library and the school library have grown apart.

Although Martin was describing a situation he felt was peculiar to America, his comment seems to be equally applicable to the situation in Medicine Hat.

In trying to decide why this antagonism exists or why there is such a lack of unity between the two agencies which serve the same needs, there is no point in blaming one or the other. It is much more fruitful to attempt to decide on means by which the difficulties may be resolved and the breach healed.

The distinctive province of the school is defined by what is taught in the school. The distinctive province of the public library is reading for cultural and practical interests not specifically taught in the schools.



Martin's proposal for alleviating this problem in the United States seems to be pertinent to the community in this study. He suggests a system by which the school and the public library may, by working together, provide a much broader service to the child than presently pertains in most areas. The public library has facilities to provide for the pre-school reading interests of the child, through the medium of stories and picture books. The school would take the children at the sixth and seventh years knowing exactly what the public library has covered and having some knowledge of the progress made by individuals. Martin (22) comments:

Thus the purposes of both agencies are served, the school having gained in its task of preparing children for reading, the public library serving as the starting point in the reading life of the individual, even as it will later be the primary source for him through his life.

During the child's educational career from grade one to grade nine the school is the main avenue through which he will find his reading interest influenced, although it is obvious that a continued co-operation between the school and the public library is essential if these interests are to be nurtured as widely as they should be. The summer reading clubs which are so popular now, would be better sponsored by the school than the public library, although the public library would have to assume the administration of them during the vacation period. If this were done the



implication would be that as the child completes another year of formal education he continues the privilege of membership in the summer reading club. Thus Martin (23) concludes, the school will reap the benefit of having its hard-won gains in reading skills fostered rather than neglected during the summer period.

At the high school level young people must come to know how to use libraries and informational sources. The school cannot, and certainly should not attempt to cram more and more facts into the heads of its students unless they are able to read for themselves, to investigate and evaluate what they read. This research cannot be done unless the students are equipped to use the research facilities which are available through proper use of the libraries. If the school and the public library were to work at this jointly and continuously, in a coordinated and constructive program it might be possible to develop a skill which would continue through the school years for use through life in the public library.

Whether or not the various factors concerned with the growth of the city have had any effect on the development of the library and the use of its facilities is difficult to determine objectively. The library has expanded, although it is still in some respects inadequate. Its efforts to increase circulation among juvenile readers have been so

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The second part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The third part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The fourth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The fifth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The sixth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The seventh part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The eighth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The ninth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The tenth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one.

successful that present facilities are being strained to provide service to the young readers. Proportionate enthusiasm for reading is not evident among the adults. If young people are to be imbued with enthusiasm for reading it would appear that the incentive must come from the schools and the public librarians, for apparently reading is not a favorite avocation of the majority of the parents of the community.



## CHAPTER III

### LIBRARY FACILITIES IN THE PUBLIC SCHOOLS IN MEDICINE HAT

The school system in Medicine Hat shares with the other school systems in the province the peculiar paradox of limiting centralized libraries to the Senior High Schools. This situation pertains to all the schools in Medicine Hat with the exception of the Junior High School. Although most schools in the system seem to have an adequate supply of books, there are other aspects of the problem of library facilities which are not being met.

The Public School System in Medicine Hat comprises one Composite High School, one Junior High School, two Elementary-Junior High Schools, and nine Elementary Schools. The total school population of approximately 4000 students is instructed by a staff of 157 including administrators and supervisors.

The Senior High School has a central library, quite adequate in size and facilities for a school of its size. This library plays a very important part in the organization of the school, but its services are seriously curtailed by the lack of a full-time librarian. Present services are being taken care of by a teacher-librarian who, although interested in the work, has no professional library training.



He is allowed eight or ten periods per week for library duties. This allocation of time means that the library is closed when he is absent from it unless another teacher assumes the duties of supervision. In effect the library is only open to the students before and after school hours and during certain times during the noon-hour period.

The following is part of the report of the teacher in charge of the High School Library for the year 1958 (24):

The library is a department of the school much used and appreciated by the student body. While the average monthly circulation remains the same this year as for last, there is a marked increase in the proportion of non-fiction books read. Teachers of language and literature bring their classes to the library as they desire, for instruction as to how the library may be used for research, and also for periods of special reading.

The librarian's report (25) in Table III shows the number of books and magazines in the library.

TABLE III  
LIBRARY STATISTICS FOR THE MEDICINE HAT HIGH SCHOOL  
FOR THE YEAR 1958

Book Stock			Magazines		
(a)	Non-fiction	3197	(a)	Professional	15
(b)	Fiction	1338	(b)	Student	28
(c)	Short Stories	57			
(d)	Biographies	<u>434</u>			—
	Total	5026		Total	43

The circulation figure of 959 volumes per month does

The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts. The second part of the paper is devoted to a discussion of the structure of the nucleus. It is shown that the structure of the nucleus is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts.

The third part of the paper is devoted to a discussion of the structure of the molecule. It is shown that the structure of the molecule is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts. The fourth part of the paper is devoted to a discussion of the structure of the crystal. It is shown that the structure of the crystal is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts.

The fifth part of the paper is devoted to a discussion of the structure of the liquid. It is shown that the structure of the liquid is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts. The sixth part of the paper is devoted to a discussion of the structure of the gas. It is shown that the structure of the gas is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts.

The seventh part of the paper is devoted to a discussion of the structure of the solid. It is shown that the structure of the solid is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts. The eighth part of the paper is devoted to a discussion of the structure of the plasma. It is shown that the structure of the plasma is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts.

not seem excessive, but it does indicate that an average of 1.5 books per student are drawn from the library every month.

The only other centralized library in the Public School System is housed in the Alexandra Junior High School. The library in this building is rather a makeshift affair, inadequate in both size and facilities to provide service for the students in the building. Since the building was only made available as a Junior High School in 1956, the library is one of the last of the school services to be provided. The teacher-librarian in charge of the library is allowed two periods per week to supervise the library and take complete charge of ordering, cataloguing and providing whatever service she can within the limits of the time provided. While the Composite High School operates its library from a grant of \$2.00 per student, the Junior High School attempts to provide services for \$35.00 per room, a grant which is quite inadequate. In June 1959 the Junior High School Library contained approximately 2,400 volumes and recorded a circulation of seventy books per day for the school population of 654 pupils.

Apart from the Composite High School and the Junior High School the rest of the schools in the system provide library facilities by means of classroom libraries. Table IV indicates the total number of books in the classroom

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Libraries in the system (26).

TABLE IV  
CONTENTS OF ELEMENTARY SCHOOL LIBRARIES  
AS OF JANUARY 1959

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Fiction . . . . .	14,857
Science . . . . .	3,263
Enterprise . . . . .	4,924
Others . . . . .	<u>4,940</u>
Total	27,984

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The Board of Trustees provides all text books, dictionaries and atlases under a Text Book Rental Plan which provides for books as required and also for replacements in case of damage or loss.

In the Elementary Schools the library grant is \$50.00 per room per year, and newly-established classrooms are given a grant of \$100.00 per year for five years in order to establish a minimum library as quickly as possible.

It is of interest to note that British Columbia allows a capital sum of \$150.00 per classroom for Elementary Schools and \$250.00 per room for High School rooms, to be included in the equipment grant allowed for new schools, (27). In contrast to the support granted by the Province of British Columbia for school libraries, it might be noted that the government of the Province of Alberta does not provide any grant toward school libraries, and only this



year has taken steps to provide a provincial library supervisor.

In January 1958, the Canadian Education Association Report on School Libraries in Canada (28) gave information on the organization of school libraries, including the amount of money spent by major Canadian cities on school library books. According to this survey, Medicine Hat School District #76 allocated more money per pupil or per room for school libraries than any of the centers mentioned in the report.

While this urban area compares very favorably with other centers in Canada with respect to library facilities, it may be noted that with the increase in the cost of books the money allocated for the purchase of books will provide approximately one book per pupil per year. The Canadian Library Association (29) recommends a sum of between \$2.00 and \$2.50 per capita for the purchase of books for public libraries.

Because there are no librarians in the Elementary Schools the teachers and principals select the books for their schools. The book lists, made available through the Department of Education School Book Branch, are used as a primary source for ordering new books. Additional titles are purchased from other supply houses. The ordering of books by the individual teachers tends to ensure a more



active interest on the part of the teacher for the books she has in her library.

Each school has its own method of cataloguing and indexing books in the classroom library. The most common method used is to have a complete list of the books kept in the principal's office, and to have each classroom teacher keep an individual record of the books she has in her room. Most schools adopt a system of checking the books out to the pupils so that restrictions on the use of books is kept to a minimum. Although each teacher is held responsible for the books in her library, it is expected that there may be a loss of approximately two per cent each year and such is to be expected when the books are kept in open shelves in classroom libraries which are available to the pupils at any time.

Although the number of books available to the students in the city schools is fairly adequate, the lack of central library accomodation in most schools is serious. During the recent Conference on School Libraries held in Edmonton, Dr. Marion Jenkinson (30) of the Faculty of Education of the University of Alberta, told the delegates that a child's reading habits are formed by the time he is in Grade Six, and the practice of establishing school libraries in the Senior High Schools and denying them to the Elementary Schools is obviously the poorest way of



encouraging good reading habits among the young people of today. The conference went on record as being in favor of strenuously supporting programs for the establishment of school libraries in Elementary Schools and in providing trained librarians to supervise them.

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## CHAPTER IV

### CHILDREN'S INTERESTS IN READING

The study of reading interests was designed to determine: (1) the extent to which the pupils in the intermediate grades in the schools in Medicine Hat were making use of the library facilities in their classrooms, (2) whether there was any distinct pattern to the reading preferences of the children as they progressed through the grades, (3) if a child's reading ability influenced the number of books he read and the type of book he chose and (4) the differences between the reading choices of boys and girls. From the above material recommendations were made with respect to methods for improving the library services.

Included in this study is a summary of the reasons the pupils gave for choosing the books they read, and the pupils' evaluation of their reading choices. Also included is a comparison of the types of books chosen from the classroom libraries with the books drawn from the public library during the period of the survey. The study concludes with a listing of the most popular books and authors chosen by the children of each grade during the period of the survey.

The method employed to determine the reading interests of the pupils was a brief questionnaire or Book Check Slip, (see Appendix A) to which the pupils responded



when they had read a book. The section of the check slip concerned with the reason for choosing a book was completed when the book was drawn from the library. The check slip was then retained by the classroom teacher until the child had read the book, at which time he completed the check slip and deposited it in a sealed box.

In order to assure a measure of uniformity the co-operation of the teachers was sought so that they could supervise the pupils' participation in the survey. The teachers were instructed to allow the children complete freedom in their choice of books, but to emphasize that the survey in no way constituted a contest to see which child or class would read the greatest number of books during the period of the survey which commenced on January 26th and continued until March 28th.

A direction sheet (see Appendix B) was glued to the front of each collection box so that the pupils could refer to it if necessary.

#### CATEGORIZING THE BOOKS READ BY THE PUPILS

The reading choices of the pupils were categorized into the following subdivisions, fiction and non-fiction, and each of these main categories was then sub-divided into sections.

Non-fiction books were divided into categories A, B,

I have been thinking of you very much lately and  
wondering how you are getting on. I hope you are  
well and happy. I have been very busy lately  
but I have managed to find some time to write to you.  
I have been thinking of you very much lately and  
wondering how you are getting on. I hope you are  
well and happy. I have been very busy lately  
but I have managed to find some time to write to you.

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I have been thinking of you very much lately and  
wondering how you are getting on. I hope you are  
well and happy. I have been very busy lately  
but I have managed to find some time to write to you.

C, and D. Category "A" included all books whose titles or content could be regarded as scientific, including material on animals, plants, the universe, physical science, etc. Category "B" included books on history and geography. This category was considered to include all books which might be classed as reference material for the history and geography section of the enterprise program in the Alberta Schools. Classification "C" was considered to be biographical and included all books whose topics were confined to the lives of famous people. Into Category "C" all books were grouped whose topics did not allow them to be placed in other sections. Books on music, art, drama, health, etc. fitted into this category.

The fiction section was divided into ten categories as indicated in Table V.

TABLE V  
CATEGORIES OF FICTION BOOKS

Number of category	Topic of book
1	Adventure Stories
2	Animal Stories
3	Stories of Other Lands
4	Fairy Stories and Folk Tales
5	Mystery Stories
6	Cowboy Stories and Stories of the West
7	Stories of Indians and Pioneers
8	Children's Stories
9	Sport Stories
10	Stories from the Basic Readers



The categories indicated above were set up from the results of a representative sampling of the reading check slips. The nature of the present investigation was not designed to present an exhaustive study of the reading interests of children, but rather to determine which books and which kinds of stories had the most appeal for children in the age group nine to thirteen.

Some books presented real difficulty in categorizing for they belonged to as many as three separate classifications. Mystery Stories, Animal Stories and Animal Stories with a mystery plot illustrate this difficulty. For the purposes of this study Animal Stories were so classed if the major element in the story revolved around an animal even though there was a strong mystery element involved. Hence such books as Lassie and The Mystery at Blackberry Bog were classed as Animal Stories.

Category Six, Cowboy Stories and Stories of the West, were grouped together and separated from Stories of Indian and Pioneer Days which were Category Seven. Classification Number Eight, Children's Stories, included those stories whose content and plot was not such that they could be included in any other category. Such stories as Dicken's Christmas Carol, A Dance for Susie, Five Little Peppers and The Five and Half Club were illustrative of the books in this category. Category Ten, Basic Readers, was designed to



recognize the choice of stories in Basic Readers. These books were not of the series authorized for instruction in schools in Alberta, but were those which belonged to other reading series. Their popularity existed mainly at the Grade Four level but did not extend to the pupils in Grade Six.

#### READING PREFERENCES OF INTERMEDIATE GRADE PUPILS

The initial compilation of the Reading Check Slips showed the extent of participation in the survey by the pupils and also their preference as to the books they had chosen. Table VI shows the total number of Book Check Slips completed by the pupils and the number of pupils and classes participating in the survey.

TABLE VI  
PARTICIPATION BY CLASSES AND PUPILS IN THE SURVEY

Grade	No. of classes	No. of pupils	No. of slips tabulated	Average No. of books read
4	11	343	1666	4.85
5	12.5	386	2158	5.58
6	<u>11.5</u>	<u>352</u>	<u>1658</u>	<u>4.75</u>
Total	35	1081	5482	

The total figures indicated very little difference in the average number of books read by the pupils in each of

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the grades, although it would seem there was a little greater interest in reading among pupils in Grade Five than in the other grades. The increased numbers of books read as the pupils advance through the grades, as indicated in the present survey, is supported by the findings of Terman and Lima (31) who reported that:

The twelfth or thirteenth year usually marks the beginning of what is commonly called the "reading craze." Never again in his life does the average individual read as many books in one year as he reads at age twelve or thirteen.

When all the books in each category were totalled and the figures shown as a percentage of the total books read for each grade, some interesting comparisons could be seen. Table VII shows these comparisons with the categories arranged in order of their preference by each grade.

By grouping together the first three choices at each grade level by adding the percentage figures shown in Table VII it was found that the first three choices at the Grade Four level accounted for 55.2 per cent of the books read by the Grade Four pupils. The first three choices by the Grade Fives accounted for 54.4 per cent of their books, while the first three choices of the Grade Six students accounted for 71.8 per cent of the books they read. This seemed to indicate that by Grade Six the type of reading preferred by the pupils had become more concentrated, while at the Grade Four and Five levels the pupils were choosing their books



from a much wider choice of topics. It might be further noted that at the Grade Six level 62.5 per cent of the books chosen were from the topics of Adventure and Mystery.

TABLE VII  
TYPES OF STORIES READ IN ORDER OF PREFERENCE

Grade	Order of preference	Type of story	Per cent read
Four	1	Animal Stories	26.2
	2	Adventure Stories	15.3
	3	Children's Stories	13.7
	4	Non-Fiction	11.2
	5	Fairy Stories	10.3
	6	Children of Other Lands	6.9
	7	Social Studies	6.7
Five	1	Adventure Stories	24.1
	2	Non-Fiction	16.7
	3	Mystery Stories	13.6
	4	Children's Stories	13.5
	5	Animal Stories	13.1
	6	Social Studies	7.7
	7	Fairy Stories	6.5
Six	1	Adventure Stories	36.7
	2	Mystery Stories	25.8
	3	Animal Stories	9.3
	4	Non-Fiction	7.6
	5	Children's Stories	6.1
	6	Cowboy Stories and Stories of the West	4.9
	7	Biography	3.2

At the Fourth Grade level stories of animals predominated in the choice of books by both boys and girls. This preference for stories of animals by pupils of Grade

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7/1/19	By Cash	500	
8/1/19	By Cash	500	
9/1/19	By Cash	500	
10/1/19	By Cash	500	
11/1/19	By Cash	500	
12/1/19	By Cash	500	
13/1/19	By Cash	500	
14/1/19	By Cash	500	

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Four is supported by the findings of W. S. Gray (32). Over a quarter of the books chosen by this grade group were stories of animals. At the Fifth and Sixth Grade levels the interest in Animal Stories had waned considerably.

The interest shown in Adventure Stories remained fairly constant in the three grades as far as order of preference was concerned but pupils in Grade Six read over twice as many books in this category as did the Grade Fours. This interest in stories of adventure is supported by the findings of Shores (33) who reported in Elementary English "Children as a group chose mystery, adventure, horses and dogs to read about."

Children in Grade Four evinced little interest in Mystery Stories for they chose only 3.1 per cent of their books from this classification. At the Grade Five level Mystery Stories were third choice, but at the Grade Six level the popularity of Mystery Stories had increased until 25.8 per cent of the books chosen were from that category.

Non-fiction Stories were not, as a whole, a favorite with the young readers, although it was worth noting that the Grade Four children chose 11.2 per cent of their books from this category, while the Grade Fives chose 16.7 per cent of their reading from the Non-Fiction group. At the Grade Six level the interest had dropped to 7.6 per cent. Some possible reasons for this interest at the Grade Four



and Five level may be that the pupils in these grades were just beginning to enjoy some ability at independent reading, and were for the first time engaged in Enterprise and Science programs in the classroom work. It is likely, also, that the reading level of the Non-fiction books in Grades Four and Five was sufficiently low that the children could read the books easily for themselves.

Table VIII shows a complete listing of the books read by the pupils in Grades Four, Five, and Six. The table is arranged in rank order of the preference of the books by the pupils.

TABLE VIII  
COMPLETE ORDER OF PREFERENCE OF READING CHOICES

Grade	Rank	Percent read	Category
Four	1	26.2	Animal Stories
	2	15.3	Adventure Stories
	3	13.7	Children's Stories
	4	11.2	Non-fiction (grouped)
	5	10.3	Fairy Stories
	6	6.9	Children of Other Lands
	7	6.7	Social Studies
	8	4.2	Stories of Pioneer Days
	9	3.1	Mystery Stories
	10	2.6	Science Stories
	11	2.2	Cowboy Stories and Stories of the West
	12	1.2	Other Non-fiction
	13	.7	Biographies
	14	.2	Sport Stories



TABLE VIII (continued)

Grade	Rank	Percent read	Category
Five	1	24.1	Adventure Stories
	2	16.7	Non-fiction (grouped)
	3	13.6	Mystery Stories
	4	13.5	Children's Stories
	5	13.1	Animal Stories
	6	7.7	Social Studies
	7	6.5	Fairy Stories
	8	4.8	Science Stories
	9	3.6	Biographies
	10	3.5	Pioneer Stories
	11	3.1	Cowboy Stories and Stories of the West
	12	1.7	Sport Stories
	13	1.4	Children of Other Lands
	14	.6	Other Non-fiction
Six	1	36.7	Adventure Stories
	2	25.8	Mystery Stories
	3	9.3	Animal Stories
	4	7.8	Non-fiction (grouped)
	5	6.1	Children's Stories
	6	4.9	Cowboy Stories and Stories of the West
	7	3.2	Sport Stories
	8	3.2	Biographies
	9	2.7	Pioneer Days
	10	2.3	Children of Other Lands
	11	1.2	Fairy Stories
	12	.8	Other Non-Fiction
	13	.8	Science Stories
	14	.8	Social Studies

## READING INTERESTS ACCORDING TO READING ABILITY

An attempt was made to discover whether a child's reading ability had any appreciable effect on the number of books he read or on the type of book he chose.



A list was made of all pupils in each of Grades Four, Five and Six, arranged according to their reading ability as measured by the Stanford Reading Test which was administered to all pupils in October, prior to the reading survey. Each group was sub-divided to provide a top, middle and a bottom group equal in total to fifty per cent of the complete grade. Twenty per cent counted down from the top and twenty per cent counted up from the bottom provided the top and bottom groups, while five per cent above and five per cent below the median was used for the middle group. The reading interests of the pupils in these groups were then separated from the total group and recorded. The tabulation of the first five choices are shown in Tables IX, X and XI.

Generally speaking, the reading interests of these sub-groups did differ appreciably from the total groups at the Grade Four level, although it was noticeable that the interest in Animal Stories evinced by the total Grade Four population was apparently heavily weighted by the poorer readers who chose 33.4 per cent of their books from this category, a choice which was ten per cent higher than that indicated by the top and middle groups. Fairy Stories, a 15 and 17 per cent choice by the top and middle groups of readers were not favored by the bottom group, who chose only 4.4 per cent of their books from this classification.

It is of interest to note from Tables IX, X and XI

The first part of the paper discusses the importance of the study and the objectives of the research. It then proceeds to a literature review, followed by a description of the methodology used in the study. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

The study was conducted in a laboratory setting, using a series of experiments to measure the effects of different factors on the response of the system. The results show that the response is significantly affected by the input parameters, and that the system is highly sensitive to changes in these parameters. The findings have important implications for the design and operation of the system, and suggest that further research is needed to optimize its performance.

The paper is organized as follows: Section 1 introduces the topic and states the objectives of the study. Section 2 provides a review of the relevant literature. Section 3 describes the methodology used in the study. Section 4 presents the results of the experiments. Section 5 discusses the findings and their implications. Section 6 concludes the paper and lists the references.

The study was conducted in a laboratory setting, using a series of experiments to measure the effects of different factors on the response of the system. The results show that the response is significantly affected by the input parameters, and that the system is highly sensitive to changes in these parameters. The findings have important implications for the design and operation of the system, and suggest that further research is needed to optimize its performance.

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TABLE IX

## COMPILATION OF READING CHOICES OF PUPILS ACCORDING TO READING ABILITY

## GRADE FOUR

	Top Group	Middle Group	Bottom Group
Reading Grade:	4.8 and up	4.0-4.1	Up to 3.6
Number of pupils:	84	29	82
Books Read	436	146	245
Average number of books read	5.19	5.21	2.98
<u>Category</u>	<u>Percent read</u>	<u>Category</u>	<u>Percent read</u>
Adventure Stories	22.6	Animal Stories	23.9
Children's Stories	19.4	Fairy Stories	17.0
Fairy Stories	14.9	Children's Stories	15.7
Animal Stories	14.6	Children of Other Lands	11.6
Non-fiction	7.6	Non-fiction	11.6



TABLE X

## COMPILATION OF READING CHOICES OF PUPILS ACCORDING TO READING ABILITY

## GRADE FIVE

	Top Group	Middle Group	Bottom Group
Reading Grade:	6.3 and up	5.1-5.3	Up to 4.3
Number of pupils:	95	41	85
Books Read:	643	149	319
Average number of books read	6.76	3.63	3.75
<u>Category</u>	<u>Percent read</u>	<u>Category</u>	<u>Percent read</u>
Adventure Stories	22.6	Non-fiction	23.9
Children's Stories	17.2	Adventure Stories	18.1
Mystery Stories	17.1	Animal Stories	17.9
Non-fiction	11.8	Children's Stories	15.4
Animal Stories	11.6	Mystery Stories	8.0
		Children's Stories	12.2



TABLE XI

## COMPILATION OF READING CHOICES OF PUPILS ACCORDING TO READING ABILITY

## GRADE SIX

		Top Group	Middle Group	Bottom Group
Reading Grade:		7.3 and up	6.2-6.5	Up to 5.2
Number of pupils:		84	29	91
Total Books Read:		648	125	292
Average number of books read		7.7	4.3	3.2
Category	<u>Percent read</u>	<u>Category</u>	<u>Percent read</u>	<u>Category</u> <u>Percent read</u>
Adventure Stories	31.7	Adventure Stories	30.4	Adventure Stories 35.6
Mystery Stories	29.1	Mystery Stories	28.0	Mystery Stories 13.6
Children's Stories	10.0	Children's Stories	11.2	Animal Stories 11.3
Cowboy Stories and Stories of the West	6.7	Non-fiction	10.4	Children's Stories 11.3
Non-fiction	6.4	Cowboy Stories and Stories of the West	4.8	Non-fiction 8.9



that, as might be expected, the top group of readers in each grade read almost twice as many books as did those in the bottom group. The Grade Fours showed one departure from what might be expected in that the middle group of readers read more books than did those at the top. The reason for this is not clear but it might be conjectured that the methods used by the teachers in Grade Four to interest their pupils in reading had more effect upon the average group of readers than it did among the superior or slow readers.

Non-fiction books seemed to be a heavy favorite with the slow readers in both Grades Four and Five. The bottom group chose 14.2 per cent of their books from this category in Grade Four, while 33.3 per cent of the choices of the bottom group in Grade Five were from this category. A possible explanation for the popularity of the Non-fiction books among the average and slow readers in Grades Four and Five might be the necessity for the pupils in these grades to spend more time with this type of book in reading for assignments in the Enterprise Program. Then too, those children who read well, read more, and the average and poor readers, for the most part do not voluntarily turn to books for their entertainment, but often look upon reading as a task which they must do in order to succeed in their school work.

The only variation of note at the Grade Six level



seemed to be that Mystery Stories did not hold the appeal for the poor readers that they did for the average and top group. Whereas the top group chose twenty per cent of their books from the category of Mystery Stories, the bottom group chose only thirteen per cent of their books from this classification.

The results of this survey would seem to show that the better readers read more than do the average or slow readers, and that the difference in the number of books read increases with age. At the Grade Four level the top group read almost twice as many books as did the bottom group, while at the Grade Six level the difference between the number of books read was almost three to one in favor of the better readers. The differences between the type of books chosen by the slow, average, and good readers does not seem so obvious, for it is difficult to notice any trend in comparing the type of book chosen by the pupils with poor reading ability as against those chosen by the children with average or superior ability.

#### READING INTEREST ACCORDING TO SEX

Table XII shows the tabulation of the reading interests of boys and girls separately. This table was compiled by tabulating the reading interests of the girls only, and then subtracting these from the total group to



find the reading interests of the boys. Each reading category was considered separately to decide whether the particular choice of subject area lay with the boys or the girls.

At the Grade Four level Animal Stories, the most popular choice of the total grade group, was not the major choice of the girls. Boys chose almost twice as many stories about animals as did the girls. Boys chose stories about Children in Other Lands almost twice as often as the girls did, but this preference was reversed in Children's Stories which were almost twice as popular with the girls as with the boys. For the most part, at the Grade Four level, the boys were more interested in Non-fiction types of books than the girls were.

At the Grade Five level the differences in interests between boys and girls became more evident. Adventure and Animal Stories were chosen almost equally by boys and girls, but the girls seemed to evidence the greatest liking for Mystery Stories. Over twice as many books in this category were chosen by girls than by boys. This proportion increased even more in the field of Children's Stories where again the girls showed the greater interest. This trend in interest between boys and girls continued into Grade Six, where the girls' interest was almost twice as great as the boys' in the categories of Mystery Books and Children's



TABLE XII

## CHILDREN'S READING INTERESTS ACCORDING TO SEX

Category	A	B	C	D	1	2	3	4	5	6	7	8	9	Total
<u>Grade Four</u>														
Girls	38.4	36.8	49.8	60	54.1	36.2	57	56.4	57.1	33.3	49.2	62.1		48.93
Boys	61.6	63.2	50.2	40	45.9	63.8	43	43.6	42.9	66.6	50.8	37.9		51.07
<u>Grade Five</u>														
Girls	52.4	34	59.6	50	45.8	47.9	65	50	67.7	38.2	29.7	70.7	22.2	52.5
Boys	47.6	66	40.4	50	54.2	52.1	35	50	32.3	61.8	80.3	29.3	77.8	47.5
<u>Grade Six</u>														
Girls	8.3	25.3	52.9	75	57.3	53.1	58.8	90	68.9	67.5	46.5	64.2	28.8	59.0
Boys	91.7	74.7	47.1	25	42.7	46.9	41.2	10	31.1	32.5	53.5	35.8	71.2	41.0

Note: In the table shown above the figures indicate the percentage of the books in each category read by the boys as compared with the total books read in this category by boys and girls combined.

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	2	3	4	5	6	7	8	9	10	11	12	13																		

Stories. In the Non-fiction category the boys showed considerably greater interest than the girls did and read more books of this variety. Terman and Lima (34) found this to be equally true, and in their investigations concluded that "at every age girls read more than boys". This statement of Terman and Lima's is borne out by the present survey in all grades except Grade Four where the boys read more books than the girls.

#### MOST POPULAR BOOKS AND AUTHORS

A listing of the books and authors which children prefer seems to lead logically toward an evaluation of the reading done by young people. Should there be an attempt at guiding the literary tastes of young readers? How much guidance should be attempted?

The readers in the present study were limited to the books which were available to them from the classroom and public library, and thus the findings in this part of the study were colored by this factor.

Table XIII shows the listing of those books and authors which were chosen fifteen times or more by the pupils in Grades Four, Five and Six. The interesting part of this information was that only at the Grade Four level were the most popular books chosen from the field which was most popular as revealed by the total survey. The Grade



TABLE XIII  
MOST POPULAR BOOKS AND AUTHORS

Grade	Number of times chosen	Title	Author
Four	28	Burgess Animal Stories	Thornton Burgess
	24	Chee-chee and Keeko	Charles Thorson
	25	Mickey Mouse Stories	Walt Disney
	20	Billy and Blaze	C. W. Anderson
	15	Silver Stallion	Walter Farley
	15	Fury	William Fenton
	15	Peter Pan	J. M. Barrie
Five	40	Maud and Miska Petersham Stories	Maud and Miska Petersham
	39	Marie Neurath Stories	Marie Neurath
	38	Carol Keene Mysteries	Carol Keene
	34	Enid Blyton Stories	Enid Blyton
	24	Tom Sawyer	Mark Twain
	24	The Bobbsey Twin Stories	Laura Lee Hope
	22	The Fuller Orton Mysteries	Fuller Orton
	19	Paul Bunyan	D. J. McCormick
	18	Homer Price	R. McCloskey
	16	Treasure Island	R. L. Stevenson
	15	Burgess Animal Stories	Thornton Burgess
	15	Julie Campbell Mysteries	Julie Campbell
Six	72	Carol Keene Mysteries	Carol Keene
	65	F. W. Dixon Mysteries	F. W. Dixon
	46	Enid Blyton Stories	Enid Blyton
	45	Julie Campbell Stories	Julie Campbell
	41	Donna Parker Stories	Marcia Martin
	33	Helen Wells Stories	Helen Wells
	32	Frank Beal Stories	Frank Beal
	16	F. K. Judd Mysteries	F. K. Judd
	15	Lassie Stories	D. J. Snow
	15	Silver Chief Stories	J. O'Brien
	15	Roy Rogers Stories	Parker Elton
	15	Black Stallion Stories	Walter Farley



Fours showed a decided preference for Animal Stories and authors of Animal Stories rated first place in the listing of most popular books and authors. Although Adventure Stories rated 36.7 per cent of the reading done by the Grade Six pupils and 24 per cent of that done by the Grade Fives, the books and authors which seemed most popular to the students did not follow this category, for the authors of Mystery Stories dominated the choices of these pupils. It is of interest to note the preference of the pupils in Grades Five and Six for Series Stories. Carol Keene, Frank W. Dixon, Marie Neurath, Enid Blyton and Thornton Burgess were authors which the pupils seemed to prefer. Lazar (35) found too that series books were by far the most popular reading with both boys and girls.

Whether or not teachers or librarians should attempt to influence a child's choice of his reading material is a debatable question, and one on which even the authorities on children's reading are not unanimous. The directive given by Terman and Lima (36) supports the views of those who feel we should prescribe the reading made available to children:

Food for the mind is like food for the body. If the young child were allowed to follow his own inclinations entirely in regard to his eating he might learn in time what best agreed with him, but it is more likely that he would form harmful appetites or kill himself by an unbalanced diet. In the same way, if a child is left to browse in a library that contains many worthless and harmful books, his reading taste is likely to become perverted and he may receive harmful impressions that will warp his whole life.



Mood (37) feels there should be no effort to censor children's literature, and that the child will, of his own volition, gravitate toward that which is good and wholesome. There is, however, a large body of authoritative opinion which feels that there should be some measure of control over the books which children read, and some guidance on the part of those people who are interested in children's reading, to see that young people are given the opportunity to read books which are worthwhile, and which, in the opinion of children's librarians, have literary merit. Lazar (38) feels that children should be allowed considerable freedom in their book choice, that other material should supplement that which may be harmful. Tooze (39) feels that educators should be careful that the imposition of "ought" books does not kill the eager interest children have in books.

Washburne and Vogel (40) found that children themselves are fairly accurate judges of what is worthwhile in books, and that too much prescription of children's reading is not necessary. It would seem that teachers and librarians should be responsible for providing good literature for children to read, but that they should not attempt, unduly, to force a child's reading preferences.



## REASONS FOR CHOOSING A BOOK

An attempt was made to discover why pupils chose a particular book from the library, and to try to uncover which reason, if any, impelled the choice. Prior to the survey a representative sampling was obtained as to the reasons why pupils chose a particular book to read. One classroom in each of Grades Four, Five and Six was visited, and the pupils were asked to write down on a slip of paper the reason why they chose their last book from the classroom library. The slips were collected and the answers classified. From the reasons given by the pupils the five which were given most often were used as the basis for the questionnaire. These reasons were as follows:

- A: Someone who read the book told me about it.
- B: The pictures looked exciting.
- C: I like this kind of book.
- D: We are studying about this in school.
- E: I looked through it and thought I would like it.

When the Book Check Slips were collected the answers to this part of the questionnaire were compiled and the results are shown in Table XIV expressed in the form of per cent of the total reasons given by the pupils for choosing a book.

The two reasons which were given by the majority of



the pupils were included in "C" and "E" in Table XIV, reasons which indicate that the pupils placed more credence on their own judgment in choosing a book than on that of their friends. Reading a book because of its requirement in school studies did not seem to be given much importance by the pupils, although over three times as many pupils in Grade Four gave this as their reason, than those in Grade Five or Six. This figure from the Grade Four pupils seems to bear out the interest they showed in Non-fiction books.

TABLE XIV  
COMPILATION OF REASONS FOR CHOOSING A BOOK

Grade	A	B	C	D	E
Four	11.7	22.3	31.9	4.6	29.5
Five	12.4	14.5	37.9	3.8	31.4
Six	15.3	8.8	56.5	1.5	17.9

The number of pictures in a book, reason "B" seemed to bear more relation to its choice by the pupils in Grade Four than it did of those in the two upper grades. This is likely a carry-over from the primary type of book which has a heavy picture content.

Children seldom know what impels them toward anything, and this seems to be equally true of their reading. It is not important, perhaps, for the child to know why he



reads at all or why he wants certain books at certain times. But for those who guide his reading it is very important to know. Frank (41) lists curiosity, a vicarious search for adventure, information, a vacation from reality, or perhaps an emotional safety valve from the pressures which surround them, as some of the compelling reasons why children turn to books. Tooze (42) also lists a number of reasons why children read books, and she, too, is definite in asserting that children should be allowed a free choice in choosing the books they wish to read at the time they wish to read them.

#### CHILDREN'S RATINGS OF THE BOOKS THEY READ

In order to provide some measure for determining that the pupils actually read the books they drew from the libraries, they were asked to rate the books on a five point scale. Admittedly the ratings could be spurious, considering the age of the pupils and the difficulty of having them distinguish even fairly accurately between the points on the rating scale. Washburne and Vogel (43) checked on the accuracy of pupils' rating of the books they read and found they agreed very closely with the ratings given by children's librarians. It seems fair to conclude then that the ratings as given in the present study are fairly accurate and did provide some measure of assuring that the

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pupils actually had read the books.

Table XV shows a compilation of the ratings given by the pupils. The only conclusions that would seem fair to draw from the results would be that the children were sincere in their attempts to rate the books and that the majority of the ratings indicated that the children were fairly well satisfied with the choice of books in the classroom libraries.

TABLE XV  
COMPILATION OF PUPILS' RATINGS OF BOOKS

Grade	Excellent	Very Good	Good	Fair	Poor
Four	26.8%	33.8%	29.1%	8.8%	1.5%
Five	37.8%	33.7%	21.4%	6.0%	1.1%
Six	29.4%	40.7%	22.7%	5.9%	1.3%

#### READING CHOICES OF CHILDREN FROM THE PUBLIC LIBRARY

Concurrent with the reading survey carried on in the classrooms in the elementary schools was a similar one operating from the public library. With the co-operation of the librarian, Reading Check Slips were provided at the public library, similar to the ones available in the classrooms. The librarian was asked to remind the children to complete one of these each time a book was taken out of the library. Unfortunately the librarian removed the slips two

The first part of the paper discusses the importance of the study and the objectives of the research. It also provides a brief overview of the methodology used in the study. The second part of the paper presents the results of the study, which are discussed in detail in the following sections. The third part of the paper discusses the implications of the study and the conclusions drawn from the results.

Table 1: Summary of the study results					
Variable	Mean	Standard Deviation	Minimum	Maximum	Range
Variable 1	1.2	0.5	0.5	2.0	1.5
Variable 2	1.5	0.6	0.8	2.2	1.4
Variable 3	1.8	0.7	1.0	2.5	1.5
Variable 4	2.0	0.8	1.2	2.8	1.6
Variable 5	2.2	0.9	1.4	3.0	1.6

The results of the study show that there is a significant difference between the two groups. The first group has a mean score of 1.2, while the second group has a mean score of 1.5. This difference is statistically significant at the 0.05 level. The results also show that the standard deviation for the first group is 0.5, while the standard deviation for the second group is 0.6. This indicates that the data for the first group is more spread out than the data for the second group. The minimum and maximum values for the first group are 0.5 and 2.0, respectively, while the minimum and maximum values for the second group are 0.8 and 2.2, respectively. The range for the first group is 1.5, while the range for the second group is 1.4.

weeks before the survey was completed in the schools, hence the results of the library survey were not as complete as that from the classrooms. Due to the overcrowded situation existing in the children's library during peak times of service the librarians were unable to ensure that each child who withdrew a book completed a check slip for it. As a result the survey carried out from the library cannot be regarded with the same degree of accuracy as the survey of classroom library reading. Because of the greater variety of books in the public library the limitation which existed in the classroom survey would not be as apparent in the survey carried on in the library.

A compilation of the books drawn from the public library for the period the survey was in operation there indicated that 225 books were drawn by the children. Of this number seventy were by Grade Six pupils, ninety seven by Grade Five children and fifty eight by the Grade Fours. Table XVI shows a comparison of the books drawn from the classroom libraries with those drawn from the public library. The figures shown in Table XVI are given as a per cent of the total books drawn.

It is interesting to note that in both surveys the pupils in Grade Five read more books than did those in Grades Four or Six. Part of this may be due to the age difference in the pupils, together with the fact that the

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survey was carried out during the winter months when inclement weather may have been a factor. The relatively small number of withdrawals from the public library seems to verify the findings of other investigators (44) who found that the availability of books is a major factor in the reading habits of boys and girls.

TABLE XVI  
COMPARISON OF BOOKS READ FROM CLASSROOM  
LIBRARIES AND THE PUBLIC LIBRARY

Grade	Public Library	Classroom Library
Four	25.7	30.3
Five	43.1	39.5
Six	31.2	30.2

\* The figures above are expressed as a per cent of the total books withdrawn.

#### SUMMARY OF THE FINDINGS ON CHILDREN'S INTERESTS IN READING

The findings of the study of reading interests revealed that there were a great number of books read during the two month period and that the major interest of the children lay in fiction stories. Younger readers preferred Animal Stories, while pupils in the upper two intermediate grades were more interested in books of Adventure and Mystery. The younger readers exhibited more versatility in the type of books they chose, while the reading interests of

The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of matter. The second part is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

## THE PROBLEM OF THE STRUCTURE OF MATTER

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the Grade Six pupils were confined mainly to Adventure and Mystery books. Non-fiction books were not popular, but were preferred to a greater extent by the young readers. Girls read more books than boys, but boys showed a greater preference than girls for Non-fiction books. Reading ability appeared to have little influence on the type of book chosen, but good readers read over twice as many books as did the poor readers. Non-fiction books were more popular with the poor readers and "series" books were universally favored by all the children.

Pupils' reading preferences were little influenced by the recommendations of other people. They chose books for reasons of their own, and in their ratings of the books indicated a general acceptance of those provided in the school libraries.

The relatively small number of books withdrawn from the Public Library during the survey period might seem to suggest that distance from the library had a direct influence on children's reading, or that the pupils were obtaining sufficient books from the classroom libraries. The popularity of the Vacation Reading Club in the Public Library during the summer months seems to support the latter view.

The first part of the paper deals with the general theory of the subject. It is divided into two main sections. The first section is devoted to the study of the properties of the function  $f(x)$  and the second section to the study of the properties of the function  $g(x)$ . The first section is divided into two main parts. The first part is devoted to the study of the properties of the function  $f(x)$  and the second part to the study of the properties of the function  $g(x)$ . The second section is divided into two main parts. The first part is devoted to the study of the properties of the function  $f(x)$  and the second part to the study of the properties of the function  $g(x)$ .

The second part of the paper deals with the application of the theory to the study of the properties of the function  $f(x)$ . It is divided into two main sections. The first section is devoted to the study of the properties of the function  $f(x)$  and the second section to the study of the properties of the function  $g(x)$ . The first section is divided into two main parts. The first part is devoted to the study of the properties of the function  $f(x)$  and the second part to the study of the properties of the function  $g(x)$ . The second section is divided into two main parts. The first part is devoted to the study of the properties of the function  $f(x)$  and the second part to the study of the properties of the function  $g(x)$ .

The third part of the paper deals with the application of the theory to the study of the properties of the function  $f(x)$ . It is divided into two main sections. The first section is devoted to the study of the properties of the function  $f(x)$  and the second section to the study of the properties of the function  $g(x)$ . The first section is divided into two main parts. The first part is devoted to the study of the properties of the function  $f(x)$  and the second part to the study of the properties of the function  $g(x)$ . The second section is divided into two main parts. The first part is devoted to the study of the properties of the function  $f(x)$  and the second part to the study of the properties of the function  $g(x)$ .

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### CONCLUSIONS WITH RESPECT TO COMMUNITY AND SCHOOL LIBRARY SERVICES

The preceding chapters presented a view of the existing library facilities in the community and in the schools in Medicine Hat, and from this material certain conclusions may be noted.

The Public Library, although small in size seems to be providing adequate library service for the present community. Judging by the circulation figures quoted on page eleven, the response by the juvenile readers in the community to the services offered by the library is enthusiastic. The various programs planned by the children's librarian to persuade young people to use the library are being very well received, so much so that the present facilities of the library are sometimes being strained to provide them. It would appear that as the community is expanding rapidly, the library must make plans to meet the expansion. The addition of a Bookmobile to service the outlying areas of the community should provide library facilities to those areas of the city not presently enjoying them.

Library facilities in the schools vary in their

THE HISTORY OF THE  
CITY OF BOSTON

The city of Boston, situated on a neck of land between the harbor and the bay, has a history of more than three centuries. It was first settled by Englishmen in 1630, and has since that time been the seat of a large and influential community. The city has grown from a small fishing village to a great metropolis, and has played a prominent part in the history of the United States. It has been the birthplace of many of our nation's greatest leaders, and has been the scene of many of our nation's most important events. The city has a rich and varied culture, and is known for its many museums, libraries, and theaters. It is also known for its many parks and green spaces, and for its beautiful harbor and bay. The city of Boston is a truly great city, and one that is proud to be a part of the United States.

standards. The Composite High School has excellent physical facilities to provide complete library service for the students, but the lack of a full-time trained librarian seriously curtails the services. A trained librarian, devoting full time to library duties, would furnish the type of service the library should provide.

The Elementary Schools, for the most part, are adequately provided with books, and the allowance for additional volumes will keep the stock at a satisfactory level. As has been previously stated, there are no central libraries in the Elementary Schools, and in a community where school enrolments are expanding, it is doubtful if central facilities will ever be provided, if they require additions to the existing buildings.

The lack of interest by the Provincial Department of Education in encouraging centralized libraries in any schools other than Senior High Schools is one of the major reasons for the apathy on the part of school boards and administrators in providing this educational service. The efforts of the Provincial Library Committee and the increased awareness by educators of the value of centralized libraries in all schools, will in time, tend to remedy the situation.

The problem of providing library accomodation and book stock is no less serious than that of the lack of



trained librarians. Until the Department of Education and the University of Alberta recognize the need for trained personnel to staff the libraries, and meet the need by providing adequate professional courses for training librarians, the situation will continue to be acute. The brief presented by the Alberta Library Association (45) to the Alberta Royal Commission on Education, pointed out that there were only two school librarians in 1958 who held a degree in librarianship. Although maximum qualifications for school librarians is a goal to be desired, the library situation should not be held in abeyance until this ideal is realized.

#### CONCLUSIONS WITH RESPECT TO CHILDREN'S INTERESTS IN READING

Chapter IV of the present survey investigated various aspects of children's reading interests and preferences, to determine the extent to which the pupils make use of the books in the classroom libraries in the intermediate grades. Table VI, page 28, indicates that, in the two month period covered by the survey, the pupils displayed an active interest in the classroom libraries, and read on an average, between five and six books per pupil. Fiction stories were their preference, and stories of animals dominated the interest of the pupils in Grade Four, while Adventure and



Mystery Stories were the preference of the Grade Five and Six pupils.

Pupils in Grades Four and Five seemed to show a greater diversity in their reading than did those in Grade Six, where sixty two per cent of the reading done by the children was in books of Adventure and Mystery. The interest shown in Non-fiction material was more evident at the Grade Four and Five levels, for 11.2 per cent of the Grade Fours and 16.7 per cent of the Grade Fives chose books from the Non-fiction category while only 7.6 per cent of the Grade Six pupils preferred Non-fiction books.

When the number of books read by the pupils was compared with their reading abilities, it was noted, as has been mentioned earlier, that the better readers read two or three times as many books as the poor readers. This would seem to indicate that our present program for teaching formal reading is producing an avid interest in books among the good readers, but not among the poor.

There did not seem to be a trend discernible in the differences in reading preferences of the superior, average, and slow groups of readers. The types of books preferred by the better readers were almost equally preferred by the poor readers. The only marked departure from this pattern occurred at the Grade Five level where the average and slow readers showed Non-fiction as their first preference, as



opposed to the superior group who chose only 11.8 per cent of their books from this category. At the other grade levels Non-fiction books were a fourth or fifth choice of the pupils in all reading groups.

Sex differences did not unduly influence the choices of books, although there were two categories where girls showed a greater preference for certain types of books than the boys did. The boys, at all grades, showed a greater interest in Non-fiction books, but the girls' interest in Mystery Stories at all grade levels was almost twice as great as the boys'. Apart from these two categories the sex of the reader did not seem to influence the choice of books.

In the section of the survey concerned with listing the most popular books and authors it seems evident that there is a definite preference for Series Stories. This preference is not peculiar to Medicine Hat, for almost all investigations in the field of children's interests in reading have revealed the same conclusions. The findings, noted earlier, that Grade Four pupils exhibited a more diversified type of reading is evident in a study of the preferred books and authors, for there is not the same preference for Series Books at the Grade Four level as occurs at Grade Five and Six.

One other conclusion which became evident through a study of the list of preferred books and authors is the

The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) and (2) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the system has solutions for all values of the parameters  $\alpha$  and  $\beta$  if and only if the condition  $\alpha + \beta > 0$  is satisfied. In this case the solutions are unique and can be found by the method of successive approximations.

In the second part of the paper the problem of the stability of the solutions of the system (1) and (2) is considered. It is shown that the solutions are stable with respect to the initial conditions if and only if the condition  $\alpha + \beta > 0$  is satisfied. In this case the solutions are stable with respect to the initial conditions and the parameters  $\alpha$  and  $\beta$ .

In the third part of the paper the problem of the asymptotic behavior of the solutions of the system (1) and (2) is considered. It is shown that the solutions tend to zero as  $t \rightarrow \infty$  if and only if the condition  $\alpha + \beta > 0$  is satisfied. In this case the solutions tend to zero as  $t \rightarrow \infty$  and the parameters  $\alpha$  and  $\beta$ .

In the fourth part of the paper the problem of the periodicity of the solutions of the system (1) and (2) is considered. It is shown that the solutions are periodic if and only if the condition  $\alpha + \beta > 0$  is satisfied. In this case the solutions are periodic and the parameters  $\alpha$  and  $\beta$ .

In the fifth part of the paper the problem of the boundedness of the solutions of the system (1) and (2) is considered. It is shown that the solutions are bounded if and only if the condition  $\alpha + \beta > 0$  is satisfied. In this case the solutions are bounded and the parameters  $\alpha$  and  $\beta$ .

In the sixth part of the paper the problem of the convergence of the solutions of the system (1) and (2) is considered. It is shown that the solutions converge to zero as  $t \rightarrow \infty$  if and only if the condition  $\alpha + \beta > 0$  is satisfied. In this case the solutions converge to zero as  $t \rightarrow \infty$  and the parameters  $\alpha$  and  $\beta$ .

absence of books from the Newbery Award List (46). Although none of these books appeared in those listed in Table XI, page 37, the initial work done in connection with the survey indicated that a good many of the Newbery Award books were read by the pupils. Miller's findings (47), that only two of the first twenty three books in the Newbery Award Lists are on a reading level below Grade Six, may suggest one reason why these books are not read by more students.

Of the books preferred by the pupils in Table XI only six, Paul Bunyan, Homer Price, The Lassie Stories, Silver Chief, Black Stallion and the Maud and Miska Petersham Stories are included in the 2700 titles of Best Books for Children (48). Of the titles which have been perennial favorites with children for generations only Tom Sawyer, Peter Pan, and Treasure Island appeared on the list of books preferred by fifteen readers or more. It is only fair to note, however, that the present survey dealt only with books the children actually read during the two month period, and is not an indication of the books the children actually class as their favorites.

Whether or not teachers and librarians should attempt to influence a child's choice of books is a debateable issue. There are cogent arguments for both points of view. It would seem fair to conclude that although prescription of reading choices may or may not harm a child's interest in

The first part of the paper discusses the importance of the  
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reading, those in charge of providing books for children have the responsibility for providing the best possible reading materials.

In conclusion then, this survey would seem to show that the children are using the classroom libraries, but that a wider choice of books would be available to them if there were centralized libraries in the elementary schools in Medicine Hat. It is possible too that with a wider selection of books available, and a trained librarian to aid them in their choices of reading material, that the books read by the children would be superior to those they presently choose, and their reading interests would vary more widely.

The conclusions reached with respect to the pupils' ratings of the books indicated a general satisfaction with the contents of the classroom libraries. Earlier in the study mention was made of the apparent validity of the pupils' ratings of their books. If this is accepted then the pupils could well be allowed some responsibility in choosing the books they would like added to their libraries.

The limited returns from the survey of children's reading in the public library precluded any conclusions from this part of the work, although, as previously stated, part of the reason for the limited use of the public library may have been due to the distance the children had to travel to



reach the library. The Bookmobile project of the Library Board should alleviate this problem.

### RECOMMENDATIONS

From the present study of library facilities and reading interests of young people, it would seem pertinent to suggest the following recommendations:

- (1) There should be a much closer liason between the school and the library in order to provide maximum reading service for the young people.
- (2) In those elementary schools where adequate space is available, centralized libraries should be established.
- (3) When new schools are being planned, provision should be made for including centralized libraries.
- (4) With the co-operation of the public librarian, workshops designed to provide the teachers with professional help for their library problems, should be established.
- (5) Teachers and administrators should be aware of the need for centralized school libraries and enlist public support for them.
- (6) A survey of the classroom libraries in the elementary schools should be undertaken to determine:
  - (a) The number and variety of non-fiction books available in each classroom library.
  - (b) The number and variety of books available for those pupils who have low reading ability.
  - (c) The number of books in each library which apparently have little or no appeal for the young readers.
  - (d) The number of books in the library which are recommended by competent authorities on children's literature.



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CHICAGO, ILL. 60637  
TEL: 773-936-5000  
FAX: 773-936-5001  
WWW.CHICAGO.EDU

## APPENDIX



## APPENDIX A

BOOK CHECK SLIP (PLEASE PRINT)

DATE..... SCHOOL..... TEACHER.....

MY NAME IS .....

THE BOOK I READ IS .....

.....

AUTHOR .....

PUBLISHER .....

MY RATING OF THIS BOOK IS: EXCELLENT  
 VERY GOOD  
 GOOD  
 FAIR  
 POOR

I GOT THIS BOOK FROM: HOME CLASSROOM LIBRARY

A FRIEND

I CHOSE THIS BOOK BECAUSE: A B C D E

(Circle your answers in the three questions above)

If the reason you chose the book is not included in  
 A,B,C,D,E, write it below.



## APPENDIX B

WHY I CHOSE THIS BOOK

A - Someone who had read it told me about it.

B - The pictures looked exciting.

C - I like this kind of book.

D - We are studying about this in school.

E - I looked through it and thought I would like it.

Note: If the reason you chose this book is not one of the first five given above, write under "I chose this book because", why you chose it.



## APPENDIX C

## THE JOHN NEWBERY AWARD

The John Newbery Award is a medal given annually to the author of the most distinguished children's book published during the preceding year. The award was named in honor of John Newbery, an English publisher. It was established and endowed in 1921 by Frederic G. Melcher, president of R. R. Bowker Company, publisher of the Library Journal and Publishers' Weekly. The Newbery Medal is awarded by the Children's Services Division of the American Library Association.

The following is a list of the books awarded the John Newbery Medal since the inception of the award.

Awarded	Author	Title of Book
1922	Van Loon, Hendrik	The Story of Mankind
1923	Lofting, Hugh	The Voyages of Dr. Doolittle
1924	Hawes, Charles	The Dark Frigate
1925	Finger, Charles	Tales from Silver Lands
1926	Chrisman, Arthur	Shen of the Sea
1927	James, Will	Smoky
1928	Mukerji, Dhan	Gay Neck
1929	Kelly, Eric P.	The Trumpeter of Krakow
1930	Field, Rachel	Hitty; Her First 100 Years
1931	Coatsworth, Elizabeth	The Cat Who Went to Heaven
1932	Armer, Laura	Waterless Mountain
1933	Lewis, Elizabeth	Young Fu of the Upper Yangtze
1934	Meigs, Cornelia	Invincible Louisa
1935	Shannon, Monica	Dobry
1936	Brink, Carol Ryrie	Caddie Woodlawn
1937	Sawyer, Ruth	Roller Skates
1938	Seredy, Kate	The White Stag
1939	Enright, Elizabeth	Thimble Summer

# THE HISTORY OF THE

## REIGN OF KING CHARLES THE FIRST

By JOHN BURNET, BISHOP OF SALISBURY.

IN TWO VOLUMES.

LONDON, Printed by J. Streater, at the Sign of the Gun, in St. Dunstons Church-yard, 1680.

THE FIRST PART.

CHARLES THE FIRST, King of Great-Britain, was born at Windsor, the 29th of March, 1600.

His Education was such, as that he was very well acquainted with the Latin and Greek Languages, and with the Principles of Mathematics, and the History of his own Country.

He was also very skilful in the Art of War, and was particularly expert in the Use of the Musket, and the Sword.

His Temper was very generous, and he was very much inclined to Liberty.

He was very much affected with the Study of the Bible, and was very much conversant with the best Divines of his Time.

He was very much inclined to the Study of the Law, and was very much conversant with the best Lawyers of his Time.

He was very much inclined to the Study of the History of his own Country, and was very much conversant with the best Historians of his Time.

He was very much inclined to the Study of the History of the World, and was very much conversant with the best Historians of his Time.

He was very much inclined to the Study of the History of the Church, and was very much conversant with the best Divines of his Time.

He was very much inclined to the Study of the History of the Church, and was very much conversant with the best Divines of his Time.

Year	Month	Day	Event
1600	March	29	Charles the First born at Windsor
1605	November	5	The Gunpowder Plot discovered
1606	June	12	Charles the First married Anne of Denmark
1607	July	1	Charles the First appointed Lord High Admiral
1608	August	15	Charles the First appointed Lord High Treasurer
1609	September	1	Charles the First appointed Lord High Constable
1610	October	1	Charles the First appointed Lord High Chamberlain
1611	November	1	Charles the First appointed Lord High Steward
1612	December	1	Charles the First appointed Lord High Justice
1613	January	1	Charles the First appointed Lord High Marshal
1614	February	1	Charles the First appointed Lord High Clerk
1615	March	1	Charles the First appointed Lord High Secretary
1616	April	1	Charles the First appointed Lord High Treasurer
1617	May	1	Charles the First appointed Lord High Constable
1618	June	1	Charles the First appointed Lord High Chamberlain
1619	July	1	Charles the First appointed Lord High Steward
1620	August	1	Charles the First appointed Lord High Justice
1621	September	1	Charles the First appointed Lord High Marshal
1622	October	1	Charles the First appointed Lord High Clerk
1623	November	1	Charles the First appointed Lord High Secretary
1624	December	1	Charles the First appointed Lord High Treasurer
1625	January	1	Charles the First appointed Lord High Constable
1626	February	1	Charles the First appointed Lord High Chamberlain
1627	March	1	Charles the First appointed Lord High Steward
1628	April	1	Charles the First appointed Lord High Justice
1629	May	1	Charles the First appointed Lord High Marshal
1630	June	1	Charles the First appointed Lord High Clerk
1631	July	1	Charles the First appointed Lord High Secretary
1632	August	1	Charles the First appointed Lord High Treasurer
1633	September	1	Charles the First appointed Lord High Constable
1634	October	1	Charles the First appointed Lord High Chamberlain
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1698	February	1	Charles the First appointed Lord High Chamberlain
1699	March	1	Charles the First appointed Lord High Steward
1700	April	1	Charles the First appointed Lord High Justice

Awarded	Author	Title of Book
1940	Daugherty, James	Daniel Boone
1941	Sperry, Armstrong	Call it Courage
1942	Edmonds, Walter	Matchlock Gun
1943	Gray, Elizabeth Janet	Adam of the Road
1944	Forbes, Esther	Johnny Tremain
1945	Lawson, Robert	Rabbit Hill
1946	Lenski, Lois	Strawberry Girl
1947	Bailey, Carolyn S.	Miss Hickory
1948	Du Bois, William Pene	The Twenty One Balloons
1949	Henry, Margeurite	King of the Wind
1950	De Angeli, Margeurite	The Door in the Wall
1951	Yates, Elizabeth	Amos Fortune, Free Man
1952	Estes, Eleanor	Ginger Pye
1953	Clark, Ann Nolan	The Secret of the Andes
1954	Krumgold, Joseph	....And Now Miguel
1955	DeJong, Meindert	The Wheel on the School
1956	Latham, Jean Lee	Carry on, Mr. Bowditch
1957	Sorensen, Virginia	Miracles on Maple Hill
1958	Keith, Harold	Rifles for Watie

NAME	RESIDENCE	AGE
J. A. Smith	123 Main St.	45
M. B. Jones	456 Oak Ave.	32
C. D. Brown	789 Elm St.	58
E. F. White	321 Pine Rd.	28
G. H. Black	654 Maple Dr.	62
I. K. Green	987 Cedar Ln.	41
L. M. Hall	147 Birch St.	35
N. O. Young	258 Spruce Ave.	50
P. Q. King	369 Willow Rd.	25
R. S. Lee	470 Ash Dr.	68
T. U. Scott	581 Hickory Ln.	30
V. W. Adams	692 Sycamore St.	55
X. Y. Baker	803 Chestnut Ave.	22
Z. A. Clark	914 Walnut Rd.	60
B. C. Evans	125 Elm St.	38







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